

Downloaded from <https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/languages/french/french-languages-sequence-overview/student-diversity> on 16/05/2024
check website for latest version.



School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

 Extranet Login

[Home](#)

[Principles](#) ▾

[Teaching](#) ▾

[Assessing](#) ▾

[Policy](#) ▾

[Re](#)

You are here > [K-10 Outline](#) > [Teaching](#) > [Western Australian Curriculum Framework for French Languages Sequence Overview](#) > [Student Diversity](#)

Student Diversity

[Download Curriculum as PDF](#)

Overview



Rationale

Aims

Organisation

Student Diversity

Ways of Teaching

Ways of Teaching Video

Ways of Assessing

General Capabilities

Cross-Curriculum Priorities

Glossary

Scope and Sequence

◀ [Return to Languages](#)

The School Curriculum provides a high-quality curriculum for Western Australian

All students are entitled to be drawn from the full range of the range of their interests and make the Western Australian and cross-curriculum diverse needs of students learning.

Students with

The Disability Discrimination Act 2005 requires educational institutions to provide students with disability without disability.

Many students with commensurate with the way in which they learn their learning.

In some cases, curriculum opportunities for students Australian Curriculum levels along the Pre capabilities learning capability to adjust

Teachers may also disability to ensure appropriately meas

English as ar

Students for whom Western Australian language learning a languages. While m numeracy) skills in English, there are a language, and have

The Western Austr understandings of l languages students students' distinctive developed by both experience. These i they bring to the le area within the sch

While the Western , learning of languag students' more gen and holistic approa capabilities in know communicative and

In various kinds of l

through the medium of their first language (L1) (e.g. English as a second language). These pupils may develop at least two languages and their conceptual development.

Aboriginal and Torres Strait Islander literacy to their children. The focus is on establishing literacy in the first language and Torres Strait Islander language. This is regarded as concordance with the first language. Although the languages are designed to be of fundamental value to the community, bilingual literacy of the children will contribute to improved literacy skills.

While the aims of the program are to support students, EAL/D students may require additional support in learning a new language and literacy. The program may require additional support addresses their language needs. The program may need additional time in formal settings.

Gifted and talented

Teachers can use the program to support individual learning and development.

Teachers can enrich the program with learning area content.

content description
learning continua (c
thinking capability)
also accelerate stud
Western Australian
teaching and learni

Principles

Teaching

Assessing

Policy

Resources

Subscribe to our monthly K-10 Circular

[wa.gov.au](#) 